

Department of Elementary and Secondary Education

SPECIAL EDUCATION DATA REPORTING TABLE 2015-16

* Exhibit numbers refer to the *Core Data and Missouri Student Information System Reference Manual*.

What reported?			How reported?			Why reported?		When reported?
Collection	Description	Selected Components*	Core Data Screen	MOSIS Files	Other	Required By	Used For	Due Date
District Contact Personnel	Contact information for district administration	<ul style="list-style-type: none"> ✓ Name ✓ Phone Number ✓ Email address 	Screen 03	No	No	✓ State	Contact Info	Aug. 15
Educator Collection	Educator demographics & buildings	<ul style="list-style-type: none"> ✓ Educator information ✓ Career information ✓ Salary information ✓ Other 	Screen 18 populated by MOSIS	<ul style="list-style-type: none"> ✓ Educator Core ✓ Educator School 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	HQT, Staff Assignment Report, Fed Report	Oct. 15
Educator Assignment Collection	Educator assignments & course enrollment	<ul style="list-style-type: none"> ✓ Course Code/Name (Exh. 10) ✓ Grade level codes (Exh. 12) ✓ Program code (Exh. 13) ✓ Delivery system (Exh. 14) ✓ Course minutes ✓ Student assignments or caseload number 	Screen 20 populated by MOSIS	<ul style="list-style-type: none"> ✓ Course Assignment ✓ Student Assignment 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	HQT, Approp Cert, Fed Report	Oct. 15
Child Count & Environments of Students with Disabilities	Child Count – ages 3-22, students with an IEP or Services Plan as of December 1	<ul style="list-style-type: none"> ✓ Primary IEP Disability (Exh. 18) ✓ Educational Environment (Exh. 19) ✓ Date of birth ✓ Enrolled on Count Date ✓ Race/Ethnicity (Exh. 2) ✓ LEP Status 	Screen 11 populated by MOSIS	<ul style="list-style-type: none"> ✓ Student Core (December) 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	SPP Ind. 5, 6, 9, 10, Fed Report	Dec.15
Blind Literacy Survey	Report of the number of blind/visually impaired students receiving Braille and other services	<ul style="list-style-type: none"> ✓ Number receiving Braille and Braille-related services ✓ Number receiving materials in Braille and Braille-related services but no longer receiving Braille instruction ✓ Number using slate and stylus or other Braille writing device ✓ Number receiving transition planning services with cooperation from Rehabilitative Services for the Blind as part of their IEP ✓ Number of referrals to RSB 	No	No	Survey	✓ State	Annual report to State Legislature	Jan. 31
Graduate & Dropout Follow-Up	Report of activities after graduating or dropping out of high school	<ul style="list-style-type: none"> ✓ Post-graduation activity ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ IEP Disability ✓ Sped Met Definition 	Screen 08 populated by MOSIS	<ul style="list-style-type: none"> ✓ Graduate Follow-up 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	SPP Ind. 14	Feb. 15

What reported?			How reported?			Why reported?		When reported?
Collection	Description	Selected Components*	Core Data Screen	MOSIS Files	Other	Required By	Used For	Due Date
Part C to B Transition Timelines	Listing of children referred from Part C (First Steps) to Part B (ECSE) Collected via monitoring self-assessment	<ul style="list-style-type: none"> ✓ Date of birth ✓ Eligibility determination ✓ Date of IEP ✓ Reason for delay (if any) 	No	No	IMACS	<ul style="list-style-type: none"> ✓ Federal ✓ State 	Monitoring SPP Ind. 12	May 15
Initial Evaluation Timelines	Listing of students referred for initial evaluation to special education Collected via monitoring self-assessment	<ul style="list-style-type: none"> ✓ Date of referral ✓ Date of parental consent to evaluate ✓ Date of eligibility determination ✓ Reason for delay (if any) 	No	No	IMACS	<ul style="list-style-type: none"> ✓ Federal ✓ State 	Monitoring SPP Ind. 11	May 15
Exiting Data for Students with Disabilities	Report of students who exited Special Education	<ul style="list-style-type: none"> ✓ Primary IEP Disability (Exh. 18) ✓ Exit category ✓ Date of birth ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ LEP Status 	Screens 12 and 13 populated by MOSIS	<ul style="list-style-type: none"> ✓ Student Core (June) ✓ Student Enrollment and Attendance 	No	<ul style="list-style-type: none"> ✓ Federal 	SPP Ind.1, 2 Fed Report	June 30
Early Childhood Outcomes	Report of ratings at entry to and exit from ECSE in three areas: 1. Positive social-emotional skills 2. Acquisition and use of knowledge and skills 3. Use of appropriate behaviors to meet their needs.	<ul style="list-style-type: none"> ✓ All entry data compiled during that school year ✓ All exit data compiled during that school year 	No	<ul style="list-style-type: none"> ✓ Student Core (June) 	No	<ul style="list-style-type: none"> ✓ Federal 	SPP Ind. 7	June 30
Discipline Incidents	Report of each incident resulting in in-school, out-of-school suspension or expulsion	<ul style="list-style-type: none"> ✓ Date & type of offense ✓ Type of weapon ✓ Primary IEP disability (Exh. 18) ✓ Type & Length of removal ✓ Modified length (Y/N) ✓ Alternative placement (Y/N) 	Screen 09 populated by MOSIS	<ul style="list-style-type: none"> ✓ Student Discipline Incidents 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	SPP Ind. 4 Fed Report	June 30
Parentally-Placed Private School Children with Disabilities	The initial number of private school children evaluated, found eligible and served during the school year	<ul style="list-style-type: none"> ✓ Number evaluated during year ✓ Number evaluated and found eligible during year ✓ Number evaluated, found eligible and served during year 	No	No	Survey	<ul style="list-style-type: none"> ✓ Federal 	Meeting IDEA requirement	June 30
Early Intervening Services (EIS)	Report on the provision of Early Intervening Services (EIS)	<ul style="list-style-type: none"> ✓ Number of students without IEPs who received EIS ✓ Number of students with IEPs that received EIS in the past two school years 	No	No	Part B application	<ul style="list-style-type: none"> ✓ Federal 	EIS Fiscal Monitoring, Fed Report	June 30